

# SEND Information Report

A parent and carer guide to SEND provision at Quinton Church Primary School



Reviewed 2026 • Next review September 2027

**Dignity for all • different journeys, high aspirations • celebrating every success**

# Flourishing together

Our SEND provision is rooted in belonging, love, justice, forgiveness, peace and hope.

At Quinton Church Primary School, we believe that to flourish is to become the best version of ourselves in body, mind and spirit. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish.

**Our curriculum is driven by our Christian vision, culture and values, and by the diversity of our local, national and global community.**

Belonging

Love

Justice

Forgiveness

Peace

Hope



## What this report covers

- 1 Kinds of SEND and provision made
- 2 Identifying and assessing needs
- 3 Graduated approach and support
- 4 Evaluating provision and progress
- 5 Parent/carers and pupil involvement
- 6 SENDCO and named school contacts
- 7 Staff expertise and specialist services
- 8 Accessibility, admissions and adjustments
- 9 Transition, Local Offer and complaints

Reviewed 2026; next review Sept 2027. A parent/carers session with Language and Learning Support Service (LLSS) helped review and shape this report.

# Who should I speak to?

Parents and carers do not need to wait; early conversations help us understand and respond to need.

1

## Class teacher

First point of contact: discuss learning, wellbeing or access needs.



2

## Mrs Anna Reka

Deputy Head and SENCo: day-to-day SEND provision.



3

## Miss Charlotte Davis

Aspiring SENCo: supports SEND provision alongside Mrs Reka.



4

## Mr Steve Miller

Headteacher: strategic leadership and escalation.



**Open-door approach: speak to your child's class teacher, Mrs Reka or Miss Davis, or contact the school office to arrange a meeting.**

**SENCo Mrs Anna Reka: [areka@quinton.bdmatt.org.uk](mailto:areka@quinton.bdmatt.org.uk)**

**School office: 0121 675 4422 • [office@quinton.bdmatt.org.uk](mailto:office@quinton.bdmatt.org.uk)**

**Mrs Vikki Matthews**  
Office Manager



# Special Educational Needs and Disability

A child may have SEND if they need special educational provision that is additional to or different from what is usually available.

## High-quality teaching first

All pupils have support within lessons through adaptations and high-quality teaching.

## Additional or different provision

Some pupils need personalised provision so they can make progress and fully belong.



**Cognition & Learning**



**Communication & Interaction**



**Social, Emotional & Mental Health**



**Sensory and/or Physical**

# Cognition and Learning

Pupils may find learning, thinking and understanding harder than most other pupils.



- Take longer to learn important skills
- Find it difficult to remember words, facts or times tables
- Find phonics, reading or spelling especially hard
- Need more time to think, process and answer
- Need targeted teaching, scaffolds, practice and review

## Examples of support

- Visual prompts
- Small-group work
- Pre/post teaching
- Adapted tasks
- Chunking tasks
- Modelling
- Word mats
- Pre- teaching

*“Word mats and sentence starters help with my writing.”*

Year 3 pupil

*“I look at the maths wall and find examples so I don’t forget.”*

Year 4 pupil

# Communication and Interaction

Pupils may have difficulty interacting with other people and the world around them.



- Talk to others, especially in a group
- Talk about a topic they have not chosen
- Make or keep friends
- Accept changes in routines or expectations
- Process some noises, smells or other sensations
- Say what they are thinking or understand what others mean

## Examples of support

- Visual timetables
- Speech/language support
- Social stories
- Communication aids
- Dual coding
- Images
- Social interventions

# Social, Emotional and Mental Health

Pupils may find it difficult to manage emotions and behaviour in a way that affects daily life.



- Follow rules set by others
- Sit still, listen or follow instructions for long periods
- Understand and communicate feelings
- Make and keep friends
- Respond safely when distressed
- Take responsibility and repair relationships with support

## Examples of support

- Emotion coaching
- Mentoring
- Safe spaces
- Family support
- Lunchtime club
- Social interventions
- Play therapist

*"The calm areas help me when I feel worried. I can take deep breaths and look at a book."*

Year 2 pupil

*"I love going to lunch club because I can relax with my friends."*

Year 4 pupil

## Sensory and/or Physical Needs

A disability, medical condition or sensory need may make everyday school life harder without adjustments.



- Hearing what others say in class or around school
- Seeing words in books, worksheets or on boards
- Moving around without a walking aid or wheelchair
- Using pencils, scissors, cutlery or other everyday equipment
- Managing medication or medical routines
- Completing physiotherapy or occupational therapy programmes

### Examples of support

- Equipment
- Seating plans
- Access plans
- Health plans
- Sensory profile
- Regulation strategies
- Task adaptations

# How we notice, listen and assess

SEND is identified through assessment, observation, professional information, family voice and patterns across settings.



- Specialist assessment or diagnosis by outside agencies
- School tracking of every child's progress
- Information from parents, carers and pupils, including home
- Information from staff who work with the child
- Records from previous schools or settings
- Assess needs, then plan, do and review support



**If we think a child needs special educational provision, parents are formally informed and included in decisions.**

### Recognising masking

Some children may seem OK at school but show distress at home. We listen to families and compare home and school information.

# The graduated approach

Support is matched to need through a cycle of assess, plan, do and review.



## Assess

Understand strengths, barriers and what already helps.

## Plan

Agree outcomes, adaptations and who will do what.

## Do

Deliver high-quality teaching plus additional support.

## Review

Check impact with pupils, parents, staff and specialists.

**This cycle helps us decide whether provision is working, whether more help is needed, or whether a statutory assessment should be considered.**

# What provision can include

Provision depends on how much help the pupil needs to make progress, take part and feel included.

## Teaching and learning

- Adapted teaching, modelling, scaffolds or resources
- Small-group adult support for targeted learning
- Short 1:1 support for essential skills
- Advice from specialist teachers or professionals

*“Having short learning breaks has helped me focus.”*

Year 6 pupil

## Access and adjustments

- Equipment, seating, visuals and low-distraction spaces
- Reasonable adjustments to routines, clubs, trips and activities
- Risk assessments, medical plans and access arrangements where required
- Exceptional cases: request an EHCP assessment

# How we assess and review progress

We choose assessments that match each child's learning level and needs, so progress is measured fairly and meaningfully.

1

## **SENIT assessment tool**

For children who are pre-formal (very early) learners, often including some autistic pupils, so we can recognise small steps in communication, interaction and early learning.

2

## **Birmingham Toolkit Trackers**

For children working below their year-group expectations, so we can track progress in smaller steps and set the right next targets.

3

## **Standardised tests (e.g. NFER)**

Where SEND does not affect cognition and learning, pupils usually access the same assessments as their peers, with reasonable adjustments if needed.

**Assessment is only one part of the picture: we also use teacher judgement, pupil and parent voice, and specialist advice to review provision and next steps.**

## How families are involved

Parents and carers are partners in planning, reviewing and supporting provision.

- Meetings to discuss progress and future plans
- Individual Education Plans (IEPs) are shared with parents every term
- Regular contact with class teachers and the SENCo
- Parents are invited into decisions about provision and next steps
- Discussion with outside agencies when involved

### Individual Education Plans (IEPs)

IEPs set out key targets, provision and next steps. They are reviewed and shared with parents each term.



**A parent/carer session with LLSS helped review and shape this report.**

# How pupils are involved

Children's views are listened to and acted on whenever possible.



- Adults talk with pupils about what helps them learn and feel safe
- Children are encouraged to understand their strengths and next steps
- Support is tailored around what pupils are comfortable with
- Pupil views are included in IEP reviews and belonging profiles
- Children are supported to take part in school life and leadership opportunities

## What pupils told us

*"Sometimes I need help with my friends. My teacher gives us games to play."*

Year 1 pupil

*"A chat with the teacher and playing with fidgets helps me feel better in the morning."*

Year 5 pupil

*"Adults listen to what helps me learn and feel safe."*

Pupil voice

Belonging profiles capture what matters and what helps.

# Inclusion Hub

A highly personalised, developmental pathway for pupils who need communication, sensory regulation and adapted learning support alongside mainstream belonging.

## What the Hub provides

- **Small, nurturing provision within Quinton Church Primary School.**

For pupils with EHCPs or complex SEND who need a pre-formal or semi-formal learning pathway.

Learning is planned from EHCP outcomes, SENIT small steps and meaningful Reception themes.

Children keep planned links with their class, peers and the wider life of school.



### Built with specialist advice

CAT, SaLT and Special Schools Outreach Service (SSOS) have helped shape practice.

### Communication first

Visuals, objects/photos, symbols, ALDs and now/next boards.

### Regulation before expectation

Sensory profiles, sensory circuits, calm routines and low-arousal spaces.

### Learning through play

Bucket Time, story sacks, task trays and short motivating tasks.

### Reviewing progress

Observations, photos/video, communication and regulation logs, IEPs and EHCP outcomes are shared with families.

## Welcoming pupils with SEND

The admissions policy applies equally to pupils with and without SEND.

- Meet with the pupil and parents/carers to discuss needs
- Provide a transition book with photos of key staff and areas
- Read reports and meet people who have worked with the pupil
- Arrange visits so the pupil sees school before starting
- Plan support so starting school is as easy as possible

### **Equality and reasonable adjustments**

We anticipate needs and make reasonable adjustments to the physical environment, routines, extracurricular activities, trips and assessment arrangements.

# Supporting transitions

Enhanced transition arrangements are made where a child needs additional preparation.

**Before joining**

Visits, transition book, meetings and information sharing.

**Between classes**

Staff handover, updated profiles and tailored preparation.

**Secondary transfer**

Additional visits, receiving-school meetings and planned multi-agency transition workshops.

**During change**

Review pupil voice and adjust routines or resources.

**The aim is a confident, well-informed move where the child, family and receiving adults understand strengths, needs and successful strategies.**

## Building confidence across the school

SEND remains a priority in staff development; key staff receive individualised training where needed.

### Recent and ongoing training

- Understanding behaviours that challenge
- Autism Spectrum Universal Strategies
- Autism Education Trust Level 1
- Dyslexia awareness and strategies
- Specific difficulties in maths

### More specialist approaches

- Positive behaviour management
- Building emotional resilience
- WellComm speech and language toolkit
- Team Teach positive handling
- PDA and Colourful Semantics
- Sensory profiles
- Specialists Schools Outreach Service (SSOS)

## Outside agencies: learning and communication

School works with specialist services when pupils need more expert advice or support. Some routes are via school, health or SENCo referral.



### **LLSS / Language, Learning and School Support**

Cognition, learning and language advice; assessment, targets and interventions.

[Pupil and School Support - Local Offer Birmingham](#)



### **Communication & Autism Team (CAT)**

Autism and social communication advice; strategies for school and families.

[Communication and Autism Team - Local Offer Birmingham](#)



### **Educational Psychology Service**

Consultation and advice for complex needs and EHCP evidence where appropriate.

[About the service - Local Offer Birmingham](#)



### **Speech and Language Therapy**

Higher level speech, language, communication, eating or drinking needs.

**Advice line: 0121 466 6231** | [Speech and Language Therapy | Website \(bhamcommunity.nhs.uk\)](#)

## Outside agencies: health, access and wellbeing

Support may be requested through school, health routes or family services, depending on the service. Contact routes can change; check websites before publication.



### **Sensory & Physical Support**

Hearing, vision, physical access, movement and sensory/physical needs.

[Physical Difficulties Support Team - Local Offer Birmingham](#)



### **OT, Physiotherapy and School Nurse**

Equipment, movement, medical routines and health plans.

<http://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/paediatric-occupational-therapy-service/>



### **School Nurse**

Children or young people with medical needs particularly where medication is needed.

[School Health Support Service | Website](#)

# Useful services for parents and carers

These services may be useful alongside conversations with school. Contact routes can change, so check websites before publication.

|                               |                                                    |                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Birmingham SENDIASS</b>    | Independent SEND advice and support.               | <b>Tel: 0121 303 5004</b><br>Email: SENDIASS@Birmingham.gov.uk<br>Web: birminghamsendiass.co.uk                                                                                    |
| <b>Birmingham Local Offer</b> | SEND advice and information for ages 0–25.         | <a href="#">Home - Local Offer Birmingham</a><br>Includes EHCPs, therapies, travel, social care and local services.                                                                |
| <b>Autism West Midlands</b>   | Autism information, family support and activities. | <b>Info Line: 0121 450 7575</b><br>Main: 0121 450 7582   Email: info@autismwestmidlands.org.uk<br><a href="http://www.autismwestmidlands.org.uk">www.autismwestmidlands.org.uk</a> |

## Outside agencies: family support

Support may be requested through school or via health routes, depending on the service.



### Family and safeguarding support

CASS: Children's Advice and Support Service | Tel: 0121 303 1888 | [birminghamchildrenstrust.co.uk/contact](http://birminghamchildrenstrust.co.uk/contact)



### Barnardo's

Barnardo's: supports families with Early Help Autism, parenting, young carers, mental health and disability inclusion.

Tel: 0121 359 5333 | [barnardosautismteam@barnardos.org.uk](mailto:barnardosautismteam@barnardos.org.uk) | <http://www.barnardos.org.uk>



### SEMH support / SWEET

Social, emotional, mental health and behaviour support where needed.

<http://www.sweetproject.co.uk/>

# More family support links

Contact routes can change; please check websites before publication. In urgent safeguarding concerns, call CASS or 999 if immediate danger.

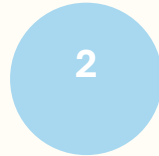
|                                                                                                  |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CASS / Early Help</b>                                                                         | Advice, early help and safeguarding route for Birmingham families. | <b>Tel: 0121 303 1888</b><br>Out of hours: 0121 675 4806<br>Web: <a href="http://birminghamchildrenstrust.co.uk/contact">birminghamchildrenstrust.co.uk/contact</a>                                                                                                                                                                                                                                                                                                     |
| <b>Forward Thinking Birmingham</b><br><b>City of Birmingham School</b>                           | Mental health and wellbeing support for children and young people. | <b>Tel: 0300 300 0099</b><br>Web: <a href="http://forwardthinkingbirmingham.nhs.uk">forwardthinkingbirmingham.nhs.uk</a><br><br><a href="#">Welcome to City of Birmingham School</a>                                                                                                                                                                                                                                                                                    |
| <b>Bereavement and family charities</b><br><br><b>Winston's Wish</b><br><br><b>Edwards Trust</b> |                                                                    | <b>Child Bereavement UK: 0800 02 888 40   <a href="http://childbereavementuk.org">childbereavementuk.org</a></b><br><br><b>Helpline:</b> 08452 03 04 05<br><b>Website:</b> <a href="http://www.winstonswish.org.uk/">http://www.winstonswish.org.uk/</a><br><b>Email:</b> <a href="mailto:info@winstonswish.org.uk">info@winstonswish.org.uk</a><br><b>Telephone:</b> 0121 303 1888<br><br>0121 454 1705   <a href="http://edwardstrust.org.uk">edwardstrust.org.uk</a> |

## Complaints and accountability

We take concerns seriously and aim to resolve them as early and openly as possible.



**Class teacher or  
SENCo**



**Headteacher if  
unresolved**



**Governing body  
if needed**



**Complaints  
policy process**

**Parents can contact the governing body via the Parent Governor or SEN Governor; details are available through the school office.**

## Where this report links to wider SEND duties

The report sits alongside the SEND Policy, Accessibility Plan and Birmingham Local Offer.



- Birmingham Local Offer: [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)
- SEND Code of Practice: 0 to 25 years
- Children and Families Act 2014, section 69
- Special Educational Needs and Disability Regulations 2014, Schedule 1
- DfE guidance on what schools and academies must publish online

**Other useful documents:**

- SEND Policy
- Accessibility Plan
- BDMAT- Belonging for all
- Inclusion strategy –coming December 2026
- Birmingham Local Offer – [Home - Local Offer Birmingham](#)



*Flourishing Together*

**Quinton Church Primary School**

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